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ABSTRACT

A summer program conducted in two schools involved 154 nursery school and kindergarten children. Eligibility was determined by economic criteria, ability to attend the full 5-week program, and probability of benefit from the program. Pupil-teacher ratios were generally 9 to 1; part-time psychological and speech services and a nurse were also available. The general program design was to provide enrichment activities to children in an open classroom atmosphere. Because a control group was not available, evaluation of program effects was undertaken by pretesting and posttesting with the Child Behavior Rating Scale (CBRS) and the Peabody Picture Vocabulary Test (PPVT). The CBRS was also administered over the telephone to a sample of 20 parents. Teachers kept a record of contacts with parents to assess general parental involvement in the program. Evaluation findings indicate that: (1) students made significant improvement in two of the CBRS scales (Self-Adjustment and School Adjustment); (2) parents tended to rate their children lower on the Self-Adjustment Scale than did the teachers; (3) the mean IQ scores as measured by the PPVT were comparable to the national average; and (4) almost all parents were involved in the program, and their assessments of the program were positive. The document also includes program reports and photographs from the two schools, a replica of a newsletter sent home weekly, and selected letters from parents. (AJ)

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BESE-Title I
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EARLY CHILDHOOD EDUCATION PROGRAM for NURSERY, KINDERGARTEN CHILDREN

A Summer Program
Utilizing Funds Provided by Title I
of Public Law 89-10
The Elementary and Secondary Education Act of 1965
Project #70-207-271
(Newton Public School funds also supported this program)

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TITLE I
NEWTON July 6 - August 7
1970

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PS 004935

Newton Public Schools
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EMERSON SCHOOL

SUMMER TITLE I PROGRAM

August, 1970

The main thrust of Title I activities this summer was in the area of the communicative arts. This program was aimed primarily at pre-school and kindergarten children. The program ran for five weeks with pupil activities taking place from 8:15 to 11:15.

Enrolment: 60.

Staff: Full time - 6 teachers, 6 highschool work-study aides, principal, secretary, custodian.
Part time - 2 speech teachers, 2 psychologists, 1 nurse, custodian, 3 policewomen.

Broadly-based in the communicative arts, there were many continuously planned activities in speaking, listening, writing (including typing). 150 carefully-selected primary level story books were provided by our librarian in addition to a wide selection of reading materials that were available in the classrooms. For the younger children, a great deal of vocabulary building was carried on. Time was spent working on the alphabet, phonetic activities and countless other reading readiness materials were employed as well. Discussions and experience charts were used in connection with trips, cooking, games, social problems, etc. Children were exposed to various experiences with books and stories. They were read to; stories were told; they told stories and reported on personal experiences. Some stories were dramatized and some were expressed through art work and woodworking, for which there was ample opportunity. Typewriters were available, and used by those pupils interested in this medium.

Carefully selected educational sound motion pictures, film strips (some sound) and records were borrowed from the Division of Instruction and used regularly during the summer. In addition to many kinds of software, the following pieces of A-V equipment were used: 16mm projector, slide and film strip projector, tape recorders (standard and cassette), record players, phono-viewer, typewriters, the Economy machine for Phonetic Keys to Learning, controlled reader, Language master, and film strip viewer. Earphones were used where desired with tape recorder, record player, phono-viewer, and Economy machine for individualizing instruction.

One of the exciting events of the summer was the appearance of Mr. Dan DeWolf, who spent one morning at school with his snakes, animals, etc.; talking about his animals and letting the children handle and ask questions about them.

A non-scheduled program was the appearance of several fire trucks answering an alarm at the school which was set off by a plumber's blow torch. The building was evacuated quickly and in an orderly manner. It was a very exciting fire drill for us.

Trips were a valuable part of the summer session. In addition to local walking trips to the grocery store, Echo Bridge and other interesting places in the community, the following trips were taken: (Some by bus, and others by private car and M.B.T.A.) Drumlin Farm, Logan Airport, Prudential Building, Boston Common and Swan Boats, Red Sox Ballgame, cook-out at the home of one of the teachers.

Food played an important role, not only in the feeding of some hungry children but in providing a meduim for many of the language arts activities. Cereal and milk were available for any child who reported that he was hungry. Some said they had no breakfast. There was considerable variation from day to day in the numbers of pupils who had cereal but one morning we fed 15 children. All had mid-morning milk with cookies or crackers.

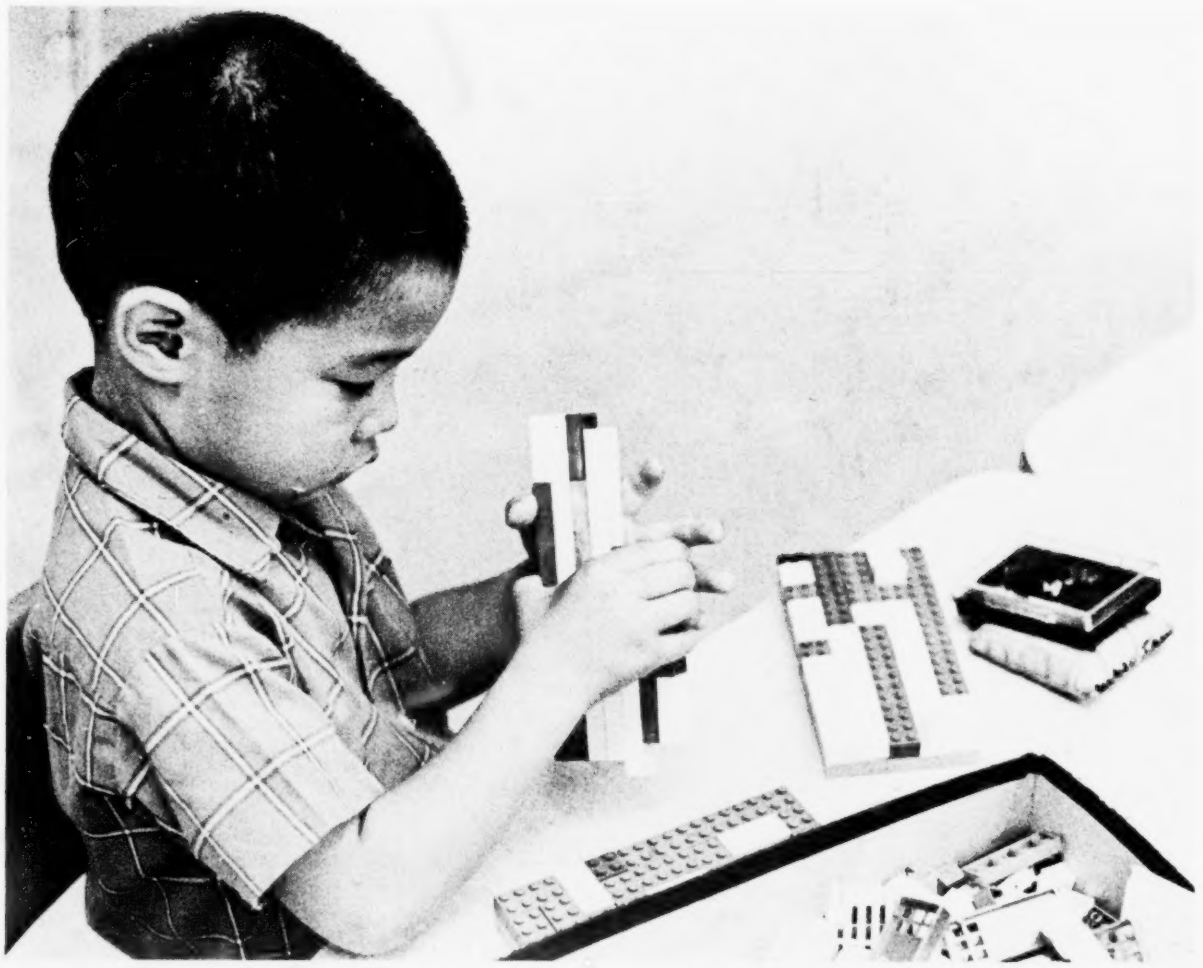
Many and varied cooking activities were carried on in the classrooms or in the kitchen. Two classes prepared and ate breakfasts of bacon, eggs, toast, fruit juice and milk. Various kinds of cold fruit drinks were prepared and consumed during the hot days. Home-made cookies, pancakes, puddings, jello, "stone" soup, fruit salad, jello salad, blueberry muffins, marshmellow and rice crispies were prepared in class. On two occasions ice cream was made in classrooms (an unusual experience for the pupils as well as a welcome treat).

Opportunities for creativity were made possible for pupils in art, woodworking, music, dramatic play as well as in the more basic communicative skills. Many activities were held outdoors, including water play. Some informal math work was done in most classes.

The small classes (10 children per teacher) made it possible to do much small-group and individual work. A great deal of counseling was done by teachers which would not be possible in the typical class during the school year. Fighting and other social problems have been handled in a low key intimate fashion, on the spot as they happened.

Two of the summer school teachers are on our regular staff. They were assigned children they will have in the fall. This has provided a wonderful opportunity for these teachers and their pupils to get to know each other before they meet in the more formal classroom situation in September. This is particularly beneficial in one of the pre-school groups where the teacher is finding ways to handle three very troubled pupils. In the past our summer programs have proven to be most helpful to our pre-school pupils. Very few problems of adjustment have occured in September in the kindergarten classes.

During the final week of the program several at-school events were held. One of the kindergarten classes put on two plays, "The Three Bears" and



"Chicken Little," for all classes as well as for parents. A cookout for all students and staff was held at noon on Thursday. In the evening on Thursday, parents and pupils were invited to Open House to visit classrooms, hear the various instrumental groups perform, and see the many colored slides of the summer activities. Over 150 were present for this program.

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LINCOLN-ELIOT SCHOOL
SUMMER TITLE I PROGRAM DESCRIPTION

Prepared by: Cameron L. Larson, Principal
August 7, 1970

I. DESCRIPTION OF EDUCATIONAL PROGRAM

A. Philosophy: During my daily classroom visits I was able to observe teachers and children relating to each other and their peers in healthy, productive ways. Although each classroom was different to varying degrees, I believe that the prevalent philosophy is best described as being a combination of Herbert R. Kohl's "open classroom" where the role of the reacher was not to control his pupils but rather to enable them to begin to make choices and pursue topics and activities of interest to them; and, the British innovation (drawn from Piaget, Dewey, and Montessori) of the "integrated day" which found each classroom holding numerous opportunities for creative, intellectual, artistic and physical activities thus enabling the children to integrate these activities into their own interest and energies according to their own abilities and drives.

B. Objectives: To gather, record, and initiate action on clues to potential individual pupil needs.

To create a friendly, relevant atmosphere that would encourage children to see school as a positive place filled with concerned people.

To provide experiences and enrichment activities that would whet and enlarge the interests and abilities of the children.

To develop in children, through example, observation and participation, the concept that words and books, and thus reading, are fun to use and play with and learn.

C. Program: Ten classes (five pre-kindergarten and five kindergarten) whose philosophy and objectives have been outlined above. One class of nursery age children that had been part of Newton's Headstart Program.

II. PROGRAM FACTS

A. Pupil/Teacher Ratio: I feel that success in obtaining our stated objectives was unequivocally tied to a low, 9 to 1, pupil to teacher ratio. This ratio was further improved by the assignment and successful efforts of one high school work study girl per class. Those girls served as teacher aides and both gave and received benefits to and from this experience.

B. Faculty: Ten teachers worked in the Lincoln-Eliot pre-Kindergarten/ Kindergarten program and one teacher worked at the Headstart center. There was also one part-time psychologist who made significant contributions in the classroom helping teachers meet emergency and special needs. She further aided with home visits, conferences, testing and the initial assignment of children. Further, two part-time speech therapists worked with over 30 children who were diagnosed ad needing their expertise.

Twelve of the above sixteen faculty members are members of the faculty of the Newton Public Schools during the regular school year.

I would like to state that I was most pleased with the faculty of the summer program. They were all fine people and dedicated professionals who were genuinely concerned with children and the program. They were real "self-starters" who knew how to relate to children and how to help them meet their needs.

C. Staff: A staff of one full-time secretary, two high school age girls (one office assistant and one reading-tutorial assistant) and two custodians contributed in no small measure to the success of the program.

D. Children:

1. Selection - Lincoln-Eliot pupils were selected by the regular school-year faculty and supportive professional personnel using the following as their criteria for selection:

   - had older brother/sister in the regular school-year Title I reading program.
   - had attended a Headstart Program.
   - would be able to attend the full five-week program.
   - parent (s) would be available for teacher conferences.
   - child had little or no previous school experience.
   - school felt child would benefit from this type of program.

   Pupils from outside the Lincoln-Eliot School -- St. Jean's, Our Lady's, Underwood, Carr, Horace-Mann, Franklin, and Davis Schools -- were selected by the faculty and administration of their particular school using the above criteria as guidelines.

2. Numbers of Pupils - Pre-Kindergarten: Lincoln-Eliot - 15
   *Other - 32
   Total - 47

MILK

Kindergarten: Lincoln-Eliot - 25
*Other - 22
Total - 47

Reading-tutorial: Lincoln-Eliot - 35
*Other - 3
Total - 38

46 of the "other" pupils arrived and departed each day via a scheduled taxi service. These figures include 7 parochial school children, and 47 children from schools outside the district.

3. Racial Breakdown (as requested for State Department) -
Number of people participating in program who are:

White 88
Negro 1
American Indian . . 0
Puerto Rican. . . . 0
Oriental. 0
Spanish Surname . . 1
Other (specify) . . 1 (Pakistani)

Number of people participating in program who are:

Hard of hearing. 0
Deaf 0
Speech Impaired. 26
Visually handicapped . . . 2
Seriously Emotionally Disturbed. . . . 3
Other Health Impaired. . . 0

E. Parental Involvement and Communication: Nearly 100% of the families with children enrolled in the pre-Kindergarten/Kindergarten program met with classroom teachers either at school or through home visits or via the vehicle of the telephone.

Further, about one fourth ($\frac{1}{4}$) of the families participating in the above program took part in one or more of our field trips.

A well-attended parent open house and picnic was held during the fifth and final week of the program. Parents visited and actively participated in the program on this date and then ate lunch with their children and the other children, parents and teachers of the program.

Class bulletins and newsletters as well as individual pupil projects went home regularly as did program-wide newsletters and flyers.

F. Enrichment Activities:

1. The following out-of-school trips were taken:

- Children's Museum
- Sean Boats
- Jordan Marsh Circus
- L. G. Hanscom Field
- New England Aquarium
- Franklin Park Children's Zoo
- Stoneham Zoo
- Movies at Newton Free Library (Boys and Girls Branch)
- Local Fire Department

2. The following special activities took place at the Lincoln-Eliot School:

- related to Jordan Marsh Circus, a Newton parent volunteered to visit classrooms and apply clown-type make-up to children.
- related to Jordan Marsh Circus, Willie Whistle, a TV personality, visited each classroom.
- related to Franklin Park Children's Zoo and Stoneham Zoo visits, Mr. Dan DeWolf, Newton Science Department, brought his animals and creative teaching skills to us on two separate occasions.
- to improve language and speech, New England Telephone Company supplied a Telezonia unit for the full five-week program.
- related to stories heard and read, Mrs. Eleanor Boylan brought her puppet show to us.
- to offer new experiences, various tasting activities were incorporated into the program - for example: fruits, vegetables, children's baking and the making of ice cream.
- for children who needed it, more than 100 breakfasts were served during the course of our program with several classes planning, cooking and serving complete, well-balanced breakfasts on special days.

III. REPORTING AND EVALUATING

A. Parents: via conferences and/or letters.

B. Schools: 5 x 8 "Living Records" (in which summer teachers relate valuable pupil-centered information to teachers who will receive these children in the fall.)

Peabody picture Vocabulary Test. (results)

The Child Behavior Rating Scale (pre and post results)

C. Evaluation: Dr. Charles R. Brinton was in charge of formulating, implementing and evaluating research for the program. (Please see his separate report)

Copies of reports and evaluations will be sent to each child's school for inclusion in his individual comulative folder.

IV. RECOMMENDATIONS

A. Continue: summer programs, free from confines of established curriculum and lead by competent, self-starting teachers are worthwile and do help children, parents, and schools.

B. Expand: summer programs need to be expanded to include all children at all age levels who want to participate in them.

C. Related Parent Program: parents should have a related summer program that would make them more aware of child development and maturation levels and how to best meet problems and questions that come with these levels and are of concern to them.

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TITLE I - SUMMER PROGRAM
EVALUATION REPORT

Prepared by: Charles R. Brinton, Ed.D.
August, 1970

Research in the area of Headstart programs for disadvantaged children is based on certain assumptions and needs. Nationally, Lois-ellen Datta (1969) reports: "considering the evidence now available, we beleive the assumptions on which Headstart was based are still tenable: that from birth through six years of age are important years in human development; that disadvantaged children have not had the experiences and opportunities that support maximum development during this period. . ." Added to this national statement are local needs: "One thing which sets the disadvantaged Newton child apart from his peers (excluding Headstart) is his lack of nursery school opportunities. Where a vast majority of Newton children have a year or two of pre-school training, this child has none. . .Many of our disadvantaged children need a kindergarten experience that overlaps and becomes a part of grade one. Extra kindergarten experience in a summer program would do much to help give this child the proper mind-set for success in the fall."

The research activities for the summer program were designed to assess these needs and specific program objectives. The Title I Summer Proposal listed some of these objectives: "to have children more readily accept peers and learning situations; to provide school personnel with a unique preview of incoming youngsters; to assist in the early identification of children having special needs."

In planning for the evaluation of the summer program a search was made in a number of areas to determine suitable evaluation activities. For example, evaluation instruments used in prior Title I Summer Projects were examined, the research literature was investigated and meetings with other researchers in the field were initiated.

EDUCATIONAL PROGRAM

The five week summer program in Newton, Massachusetts provided a varied educational program broadly based in the communicative arts for disadvantaged pre-school and kindergarten youngsters. (These programs are detailed further in separate reports.)

The two schools i.e., Emerson and Lincoln-Eliot, have a great deal of experience serving disadvantaged youth. For example, many of the children served in the summer program have attended or will attend these schools. The schools are located in areas that are supported year round with Title I Programs. Also, the schools have a great deal of neighborhood activity, support and sharing of programs.

The pupil-teacher ratios were small, i.e., generally 1 to 9. Teacher aides supplied through the high school work-study program assisted in keeping the teacher-pupil ratios small.

The classroom teachers were all experienced primary school teachers. Some of the teachers were part of the permanent faculty of the two schools and were assigned children that they would teach in the fall.

Part time psychological and speech services, and the assistance of school nurses, were available to the program.

SAMPLE

An effort was made to include as many eligible children in both the public and parochial schools. The children were selected by regular school year faculty and other professional personnel, with community groups such as Title I Advisory Committees, Headstart, all assisting in the identification of potential youngsters.

Eligibility was determined by economic criteria, ability to attend the full five week program, and determination of benefit from the program.

One hundred and fifty-four (154) children (90 boys and 54 girls) were selected using the above criteria. Half (77) were children of nursery school age who generally had no prior educational experience and half (77) were generally children of kindergarten age. Of the total number of students, sixty-one (61) children came from school areas other than covered by the two project schools. Seven students came from a parochial school.

RESEARCH DESIGN

1. Pupil Testing

The selection of the sample preceded the research aspects of the summer program. As stated previously, every effort was made to include all eligible children in the summer program. Accordingly, a control or comparison group of students was not available thereby limiting pre and post or causal comparison. That is, without a control group, one could argue that whatever changes that could be documented over the summer period could have occured without having the summer program experience. Nevertheless, pre and post teacher ratings of child behavior was undertaken despite this limitation. Behavioral changes, particularly for youngsters experiencing school for the first time, would be an expected hypothesis even if a control group was available. Thus, we can then attempt to document these expected changes but cannot make causal inferences about the results.

The research litereature gives support to behavioral changes that quickly occur with children experiencing school for the first time. Lois-ellen Datta, who summarized the Headstart literature, reports:

> "In the areas of attitudes, motivation, and social behavior, there is some evidence that Headstart was associated with immediate apparent changes. The primary source of this evidence is teacher ratings of the children

(Berlin, 1965; Harding, 1966) since other measures have proved to be unreliable. The children were reported to show more socially appropriate behavior following their experiences in Headstart, including increased interest in new things (Harding, 1966; Soule, 1965); improved adult-child and child-child interaction patterns (Harding, 1966; Faust, 1968); improved attitude toward learning (Beller, 1968); and improved self-concept, decreased alienation from authority and increased trust in others (Lamb, Ziller, and Maloney, 1965)."

In line with the program's objectives to assist in the identification of children with special needs a measure of general ability was added to the design. Also, the results of this testing were used to further define our sample of students along general ability lines. That is, the average I.Q. score for the summer school population could be compared to a national sample.

A single test administration rather that a pre-post arrangement for the purposes of measure of changes in general ability was scheduled. A number of factors precluded pre and post testing: as previously stated, the lack of a comparable, non-participating group of children, secondly the assumption that general ability is a constant construct -- although some studies have shown improved performance on tests of general ability after a summer Headstart experience (Chesteen, 1966; Eisenberg, et. al., 1966; Hodes, 1966; Berlin, 1965); and finally the problem of limited available testing time since tests of general ability are individually administered.

2. Parent Assessment

The importance of parental involvement in Headstart programs has been stressed repeatedly. Datta (1969) reports: "...that for their own and their children's benefit, parents should be deeply involved in the design and implementation of local programs." Grotberg (1969), who reviewed the latest research literature pertaining to parent research variables, reported: "Parents generally approve of Headstart and see its value for their children. Their involvement in Headstart ranges from a high degree of enthusiastic participation to a passive indifference with some element of suspicion. However, when parents who wished to participate in the Headstart program are controlled, for research purposes, in the amount of participation time, significant differences result. The children of parents who have a high level of participation perform better on tests of achievement and development. In addition, parents who duplicate in the home the special learning activities in the classroom and who are trained in the teaching techniques, enhance the learning of their children more than parents teaching only in the home or with the learning activities confined to the classroom."

Parent assessment in the summer program involved a variety of approaches. Teachers were asked to keep a record of their contacts with parents, describing the nature of the contact, in order to assess general parental activity in the program. A sample of 25 parents was to be randomly selected in order to get their opinions and reactions to the summer program. The sample would be representative of the grade and sex ratios that existed in the general summer school population. Parents were also requested to rate their child using the same

rating scale as the teachers. The ratings will be compared and examined for areas of agreement or lack of agreement.

INSTRUMENTS

1. The Child Behavior Rating Scale (CBRS)

CBRS was selected to assess behavioral changes over the summer program period and to compare parent and teacher ratings. Cassell (1962), the test author, describes his instrument:

> "The CBRS is a psychological instrument developed and standardized for the objective assessment of personality adjustments of pre-school and primary grade pupils. . .the 78 CBRS items each are descriptive of some aspects of child behavior and are classified into five adjustment areas: Self Adjustment (20 items), Home Adjustment (20 items), Social Adjustment (20 items), School Adjustment (12 items), and Physical Adjustment (6 items) . . .On each CBRS item the child is rated on a six-point scale as to the degree or extent he presents a specific aspect of behavior to the rater."

An early inspection of the CBRS revealed that parts of the test needed to be modified for our purposes. For example, the Physical Adjustment Scale could provide information along this demension, however, we would not expect this variable to change. Accordingly, the ratings would not be used for statistical comparison. The Home Adjustment Scale presumed the rater (teachers) to have information or knowledge about the home which our teachers would not generally have in the beginning of the program. However, we did expect that teachers may have more knowledge about the home at the end of the program and requested final ratings on this scale.

Two scales did not appear to be appropriate for parents to rate their child. The School Adjustment Scale assumes knowledge that parents would not have regarding the child's school behavior. The parent of the nursery school age child would not, in the earlier part of the program, generally have this information, but again we would expect that as the program progressed this knowledge would be more available. Secondly, the Home Adjustment Scale had items that might be considered threatening for parents and accordingly was not administered.

2. The Peabody Picture Vocabulary Test (PPVT)

PPVT (Dunn, 1965) was used to measure the average general ability of the summer school students. It was further used to assist in the identification of students who may require further screening and planning in the coming academic year. The test, which has had considerable use in the research literature, is designed to provide an estimate of a student's verbal intelligence through measuring his hearing vocabulary. It is easy to administer and takes little time to complete. The classroom teachers were encouraged to administer the test. By use of tables provided, the raw scores can be converted to three types of derived scores: 1) an age equivalent (mental age), 2) a standard score equivalent (intelligence quotient), and 3) a percentile equivalent (%ile).

3. Interview Schedule

A parent interview form was constructed for the purposes of eliciting parental reactions to the summer program.

We asked four questions, plus some back-up questions if we received sparse data:

1. How did you find out about the summer program? (Previous studies have shown a relationship between the parents' motivation and the means of program entrē.
2. Are there any particular areas that the summer program has helped your child improve? Back-up: Were you hoping for anything in particular for your child through the summer school experience? (If yes -- Did the program meet these hopes?)
3. Are there any particular areas that the summer program has not helped your child improve?
4. In what ways could future programs be improved?

METHODS AND PROCEDURES

During the beginning of the program the program evaluator met with the summer school staff for two meetings in order to provide information about both the research activities and administration of the Peabody test. At the end of the first week of school the teachers rated each of their students using the CBRS (omitting the Home Adjustment Scale) and began testing each child using the Peabody. In some cases the resident psychologist administered the Peabody.

Twenty-five parents (mothers) were randomly selected in order to meet the following representative conditions: a) an equal number of parents having nursery school age children and kindergarten age children, b) the ratio of boys and girls, c) the number of parents selected from the two target schools are representative of the respective sizes of those schools. That is, 15 parents were selected from Lincoln-Eliot; 10 from Emerson.

Approximately half way through the program attempts were made to schedule "in-person" interviews with the sample of twenty-five parents. This procedure of scheduling face to face interviews proved to be too time consuming; thus, the bulk of the interviewing was done by telephone. One of the resident paychologists assisted in this phase of the study. Five of the twenty-five parents could not be reached, reducing our parent sample to twenty. For the purposes of administering the CBRS over the telephone, the interviewer explained the rating scale and manner of response. The parents interviewed appeared to fully understand the task.

During the final week of the program the classroom teachers began the final ratings of their students using the CBRS. The teachers did not have access to their initial ratings.

The teacher rating scale data was analyzed in the following manner: Means and Standard Deviations were computed, pre and post, for the Self Adjustment, Social Adjustment, and School Adjustment Scales. The post teacher rating of the

Home Adjustment Scale was used to provide additional information about parental activity in the program. A statistical test of significance (test for both large and small N's) was applied to all means. These analyses were applied to: a) total group, b) older students - younger students, c) older boys, d) older girls, e) younger boys, and f) younger girls.

The parent rating scale data was analyzed in the following manner: Means and Standard Deviations were computed for the Self Adjustment and Social Adjustment Scales. The School Adjustment Scale received too many don't know responses and was not included in the analysis. The means of the parent rated scales were compared to the means of the teacher rated scales. A statistical test of significance was applied to the Means.

For the purposes of the preceding data analysis, students who missed more than two weeks of the program were not included in the study.

RESULTS

1. Student CBRS Data

TABLE ONE

Comparison of Pre and Post Mean Weighted Scores, Standard Deviations and T-Scores for teacher ratings of total group.

	PRE (N=118)		POST (N=118)		
Scales	$\bar{X}$	SD	$\bar{X}$	SD	T
Self Adjustment	101	18.1	105	18.3	2.3*
Social Adjustment	102	15.9	102	17.8	1.5
School Adjustment	60	10.7	62	10.3	2.0*

* Significant at the .05 level

An inspection of Table One shows that the number of cases for the total group (118) is less than the beginning sample of students (154). Data was not available or incomplete for 18 students because of students entering late in the program or scales not filled out completely. Another 18 students were dropped from the study because they missed more than two weeks of the program. Vacation plans accounted for some of this attendance variation.

Two of the scales (Self Adjustment and School Adjustment) show significant mean differences for the total group of students in the summer program. That is, the teachers rated the students higher in self adjustment and school adjustment at the end of the program and that those changes compared to beginning ratings were greater than one would expect by chance. No significant differences were found in the teacher ratings of the Social Adjustment Scale.

The mean weighted scores of our total group can be compared to the CBRS standardization sample of "2,000 typical pupils" Weighted scores of 99 (Self Adjustment), and 59 (School Adjustment) for the standardization population

correspond to the 50th percentile. Thus our total group shows teacher ratings in all cases to be slightly higher than the standardization sample.

TABLE TWO

Comparison of Pre and Post Mean Weighted Scores, Standard Deviations and T-Scores for teacher ratings of Older Students.

	PRE (N=52)		POST (N=52)		
Scales	$\bar{X}$	SD	$\bar{X}$	SD	T
Self Adjustment	101	19.6	98	19.7	1.1
Social Adjustment	102	18.6	98	20.2	1.4
School Adjustment	59	11.7	60	12.0	.6

Table two indicates that the older children (entering 1st grade) received slightly lower ratings in the post ratings for the Self and Social Adjustment Scales. However, these differences of pre and post ratings are not statistically significant -- thus could have occured by chance factors.

TABLE THREE

Comparison of Pre and Post Mean Weighted Scores, Standard Deviations and T-Scores for teacher ratings of Younger Students.

	PRE (N=66)		POST (N=66)		
Scales	$\bar{X}$	SD	$\bar{X}$	SD	T
Self Adjustment	101	17.0	106	16.0	2.5*
Social Adjustment	102	16.0	105	14.8	1.7
School Adjustment	60	10.8	64	8.6	3.3**

* Significant at the .05 level. ** Significant at the .01 level.

Table Three indicates that the younger children (entering kindergarten) received higher teacher ratings in the post ratings for the Self and School Adjustment Scales. Both ratings are statistically significant. The Self Adjustment Scale T-Score approaches the .01 level of statistical significance while the School Adjustment Scale T-Score is beyond the .01 level of statistical significance.

Table Three further shows that the Nursery School Age child or the child receiving his first educational experience tends to show changes more readily than older children. These findings are supported by the research literature and tended to corroborate our research expectations.

The following four tables attempt to further identify sources of rating variation by examining the ratings of older boys and girls, and younger boys and girls. However, these analyses are made on a limited number of cases and are therefore likely to be less reliable.

TABLE FOUR

Comparison of Pre and Post Mean Weighted Scores, Standard Deviations and t-scores for teacher ratings of Older Male Students.

	PRE (N=29)		POST (N=29)		
Scales	$\bar{X}$	SD	$\bar{X}$	SD	t
Self Adjustment	94	23.1	93	22.6	.23
Social Adjustment	96	21.5	92	22.8	.97
School Adjustment	56	13.3	57	14.1	.40

Table Four shows no significant differences between pre and post ratings for Older Male Students.

TABLE FIVE

Comparison of Pre and Post Mean Weighted Scores, Standard Deviations and t-scores for teacher ratings of Older Female Students.

	PRE (N=23)		POST (N=23)		
Scales	$\bar{X}$	SD	$\bar{X}$	SD	t
Self Adjustment	109	9.3	104	13.3	2.08*
Social Adjustment	111	8.7	106	11.8	2.3*
School Adjustment	63	7.4	64	6.9	.5

* Significant at the .05 level.

Table Five shows statistically significant differences between pre and post ratings on the Self Adjustment and Social Adjustment Scales for Older Female Students. These students tended to receive lower post teacher ratings on these two scales, and the differences between the pre and post ratings were statistically significant. A possible explanation for these lowered ratings may be found in the selection process. That is, a few of these children may have been selected to receive an extended kindergarten experience because of behavioral difficulties. Children with extreme behavioral difficulties may tend to be students who receive lowered ratings. A few extreme scores could affect the average score when working with a smaller number of cases.

TABLE SIX

Comparison of Pre and Post Mean Weighted Scores, Standard Deviations and t-scores for teacher ratings of Younger Male Students.

	PRE (N=44)		POST (N=44)		
Scales	$\bar{X}$	SD	$\bar{X}$	SD	t
Self Adjustment	99	18.6	104	17.8	2.1*
Social Adjustment	99	17.1	103	16.2	1.6
School Adjustment	59	11.3	63	9.4	2.5*

* Significant at the .05 level.

Table Six shows statistically significant differences between pre and post ratings on the Self Adjustment and School Adjustment Scales for Younger Male Students. These students tended to receive higher post teacher ratings on these two scales and the differences between the pre and post ratings were statistically significant. The Social Adjustment Scale shows an increase in teacher rating. The t-score is significant at the .10 level of confidence usually required of research. Accordingly, this group of younger male students appeared to change the most.

TABLE SEVEN

Comparison of Pre and Post Mean Weighted Scores, Standard Deviations and t-scores for teacher ratings of Younger Female Students.

	PRE (N=22)		POST (N=22)		
Scales	$\bar{X}$	SD	$\bar{X}$	SD	t
Self Adjustment	105	13.1	108	11.6	1.2
Social Adjustment	107	12.2	109	12.0	.8
School Adjustment	63	9.2	66	6.4	1.8

Table Seven shows no significant difference between pre and post ratings for Younger Female Students.

2. Parent/Teacher CBRS Data

TABLE EIGHT

Comparison of Parent and Teacher Ratings -- Mean Weighted Scores, Standard Deviations, and t-scores.

	PARENT (N=15)		TEACHER (N=15)		
Scales	$\bar{X}$	SD	$\bar{X}$	SD	t
Self Adjustment	91	12.1	102	13.9	2.3*
Social Adjustment	101	15.2	107	9.3	1.3

* Significant at the .05 level.

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Table Eight shows the results of both teacher and parent ratings of the child. The parent rated the child once, the final teacher's rating was used to compare with that of the parent. The number of parents that rated their child was 15. Of the 20 parents interviewed, 5 failed to complete the rating scale. A further limitation of this data is the reduced representativeness of the sample. For example, of the 15 parents, 10 were parents of younger students.

The data shows that the parents tended to rate their child lower than the teacher. This difference reaches statistical significance on the Self Adjustment Scale. At least two inferences could be drawn from this discrepancy. However, the sample size of 15 lends caution to such inferences: 1) The child's self adjustment behaviors are the same at home and school but teachers and parents observe the child differently. In this case the parents rate their children as having less self adjustment skills than teachers. 2) The child's self adjustment behaviors are highly related to locale. Thus, the child tends to behave differently at home than school. In this case the child's self adjustment behaviors are rated higher in school.

3. PPVT Results

The results of the single administration of the Peabody Picture Vocabulary Test showed that the Mean I.Q. Score based on 129 students was 100. This mean corresponds to the national average. The research literature generally has found that even when disadvantaged children made gains in general ability through various Headstart Programs they failed to reach the national average. Most of this research is based upon the urban and rural disadvantaged child.

4. Parent Results

The sources of data involved in this section of the results come from teacher records of parental contacts and inferences from the Home Adjustment Scale. These sources of data will be used to assess parental activity in the program. The interviews with the sample of 20 parents is intended for parental assessment of the program.

As stated previously, the Headstart research literature has shown a correlation between positive changes in childhood functioning and increased parental activity in the programs. The records of the classroom teachers in our summer program has shown nearly 100% of teacher/parent contact, most of it personal conferences and many home visits. Nearly complete final ratings of the Home Adjustment Scale appeared to reflect the amount of increased knowledge gained by the teacher about the home through contact with parents. Nevertheless, this scale contained items about the home that would not ordinarily be known through a usual parent/teacher conference or visit. Accordingly, the ratings on this scale could not be included for statistical analysis.

The information from the interview with the sample of 20 parents was inspected for frequency of repeated areas that parents discussed. The following answers to the four questions asked are the ones most commonly reported:

1. How parents found out about the program? -- Parents were contacted by the

schools. Usually an older sibling had attended previous Title I activities. Accordingly, parents had considerable information about the summer program.

2. What particular areas could the program help the child to improve? Back-up: Hopes for their child that could be met by the program? The back-up appeared to elicit more responses. The general reaction to these questions was about work/play ratios. That is, some parents hoped for a relaxed atmosphere for their child with minimal academic pressures; other parents hoped the school would lean more toward structured learning activities.

3. Areas that the program has not helped? -- Parents were unable to state areas that the program had not helped their child improve.

4. Areas that could be improved for future summer programs? -- Parents usually echoed their ratio arguments presented in question two. Otherwise, parents in this question responded favorably to the overall program, particularly about the classroom teachers. Many parents hoped that summer programs could be made available for their older children.

5. Other Results

As a means of assessing the objectives of early identification of children with special needs - the summer staff initiated a number of referrals to the speech therapists, psychologists and school nurse. A number of these referrals were new referrals which will require follow-up during the coming year. The results of the CBRS and PPVT will be made available to the schools so that extreme scores can be another source of assisting in the early identification of children with special needs.

CONCLUSIONS

A research design was employed to assess the overall impact of a 5-week summer school experience for nursery school and Kindergarten age children in Newton, Massachusetts. The design called for pre and post child behavior measurement using the Child Behavior Rating Scale, a single measure of general ability using the Peabody Picture Vocabulary Test and various parental assessments. The pre and post strategy was initiated without the use of a matched control group.

The research wished to document expected behavioral changes over the program period with the realization that these changes would need support from a non-participating control group to achieve full causal impact.

The major findings of the research indicated that:

1. The total group of students who participated in the summer program made significant changes in two of the CBRS scales that measure self adjustment and school adjustment. No significant differences were found on the social adjustment scale.

2. When analyses were made of subgroups it was found that the sample of nursery school children made more significant changes than did the older children.

3. The younger male students made the most significant gains over the experimental period.

4. The parents tended to rate their children significantly lower on the Self Adjustment Scale that did the classroom teachers. No significant differences were found on the Social Adjustment Scale.

5. The group of summer school children showed a mean I.Q. score of 100, as measured by the Peabody Picture Vocabulary Test. This score is comparable to the national average.

6. Parental activity in the program was close to full participation. This finding came from teacher records and near complete data on the Home Adjustment Scale which, for our purpose, measured the amount of home information the teachers possessed.

7. Parental assessment of the program was positive. Major interests expressed by parents were the ratio of work/play and the hopes for additional programs to involve older children.

A major research recommendation for future programs would be an attempt to include as many non-participating students and families as possible to serve as a control group. Additionally, other variables particularly in the cognitive areas should be measured in future research efforts.

* *

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THIS IS

THE WEEK THAT WAS ---

JULY 6 - JULY 10

AT LINCOLN-ELIOT SCHOOL

MRS. COSTA'S NURSERY CLASS

(What follows is a replica of a news letter that was sent home weekly to parents of Mrs. Claudia Costa's Title I Nursery Class. It has been included to give you an idea of the range of the activities that occur in a typical classroom in our summer program.)

Monday, July 6, 1970

Today we met our teacher, Mrs. Costa; Barbara, our helping teacher; and Darcie, Mrs. Costa's daughter.

We have ten children in our group. They are George, Patty Caron, Patty Farrell, Robert Cloonan, Robert DiTommaso, Mathew, Richard, Billy Luce, Billy Pearson, and Betty.

Did we have fun today -- Some of the songs we learned are: Good Morning to You, If You're Happy, The Little Red Caboose, Thumbking Mary Has a Red Dress.

We started our color book with the color red. When we have finished all the colors we will take our book home. After we did our color paper we had fun on the playground.

Mrs. Costa read us the story "Ask Mr. Bear." Now we know why she wants a bear hug when we leave every day.

Tuesday, July 7, 1970

Today we cut a red picture from a magazine and pasted it in our color book. Then we sang the Red Caboose and made a picture of the caboose. And Mrs. Costa read us the story of The Little Red Caboose That Ran Away.

We had fun sailing our boats in the water table, then we went outside and waded in the water pools. When we came in we had our milk and crackers. Later we went out to ride on the swings and slides.

In our daily news we learned that Betty's mother came home from the hospital. She has to walk on crutches. We hope she feels better soon. Betty is glad her mommy is home.

Billy P. is lucky. He has a parakeet and two turtles.

Wednesday, July 8, 1970

We learned the color blue and made a blue ball for our color book.

We went on a nature walk with our baby food jars. We learned the poem, "Eency Weency Spider" and we made a picture of a spider, and Mrs. Costa read us the story "Be Nice to Spiders."

Mathew went to Crystal Lake yesterday.

Richie's mother hung his spider picture on the wall.

Billy L. fell off his bycycle yesterday.

Robbie C. likes our water table. He wishes he had a sailboat like the one in school.

George and Betty have a kitten.

Patty's mother made Patty a new dress and Patty had tiger cereal for breakfast.

We had our pictures taken.

Thursday and Friday, July 9 & 10, 1970

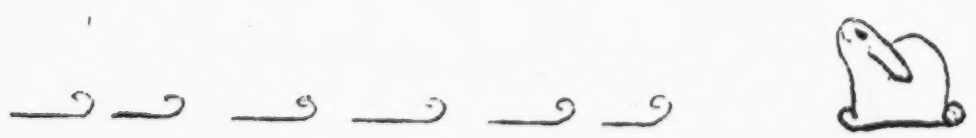
We went to the Boy's and Girls Library on Vernon Street in Mrs. Costa's car. Mathew said latter, "We saw some good films, right?" We saw "Make Way for Ducklings" and "The Cuckoo Clock that Wouldn't Cuckoo."

We started breakfast in school today. We had juice and could pick which dry cereal we wanted. That was neat.

We named our rebbit in school Peter Rabbit and made a picture of him. We learned a song about a rabbit and Mrs. Costa read "Peter Rabbit" to us.

Richie brought in a moth for us to see and George brought in grass-hoppers, Thanks Richie and George.

That's all this week folks.



THIS IS THE WEEK THAT WAS JULY 13 - JULY 17

Monday, July 13, 1970

We learned that Billy L. went to the beach and went right next to the big waves. And did you know that Billy P. can swim under water with his eyes open? George called the "fishes" for his father when they went fishing. Wonder why they didn't catch any fish! Bobby D. forgot to listen to his mommy. He went on Leslie's swing. Poor Bobby, he got a spanking.

Robbie's daddy is a detective now. Maybe he will come to school and tell us about his job.

We started full length pictures of ourselves today.

We learned the color yellow and the song, "Yellow Bird."

For a treat we had plums and prunes. They were delicious and we learned that plums who dried out become prunes. Did you know that?

Tuesday, July 14, 1970

We saw a neat film in Mrs. Harkins, the other nursery teacher's room. The film showed many different animals and where and how they build their nests.

Our treat today was grapes and raisins. Now we know that dried up grapes become raisins. The next time we eat these fruits see if we remember what we learned.

We are taking a bus trip and will see ducks so we learned two appropriate songs, "The Bus"and "Six Little Ducks." Barbara read the story, "The Bears" to us.

Some things heard in passing ---

George -- "I like the slide best."

Richard -- "I like the fire engine."

Billy P. -- "I like the see-saw."

Robbie C. -- "I like the boats and the water table."

George -- "You know what, I had kepatch on my french fries."

Wednesday, July 15, 1970

We learned the color green and pasted green pictures in our color book. Then we worked some more on our full length pictures. Mrs. Costa taught us a poem about "The Turtle" and read us a story, "Green Says Go."

Then we took our trip to Jordan Marsh to see the circus and then on to the Boston Public Gardens for a ride on the Swan Boats. We had a neat time seeing the circus, receiving balloons from the clowns, riding the swan boat and feeding the ducks but remarks heard in passing were:

Didn't we have a good time?

Betty -- "No because we didn't have no money to buy things."

Billy L. -- "Are those animals really?"

George -- "Sure they are, they are moving their heads and talking to us."

Betty -- "I'm gonna throw Patty in the rubbish 'cause' she's running."

Thursday, July 16, 1970

Today we saw a film about Mother and Baby Animals. Some of the animals we saw were an ewe and her lambs, a sow and her piglets, a mare and her colt, a cat and her kittens, a hen and her chickens, a dog and her puppies, and a cow and her calf. See if we remember some of the animal babies.

Mrs. Gilbert came to put make-up on us. We became clowns or Indians, and that was fun. Mathew and Patty did not want to be made up.

Some of us painted at the easel while others played in the water table. Billy Luce finished his full picture.

We walked to the playground to ride on the swings and Mathew got to help the men in the road paint "slow signs" on the ground. Wasn't he lucky?

Mrs. Costa read us a story "Where Does the Butterfly Go When it Rains!"

Friday, July 17, 1970

We learned the color orange and found an orange picture for our color book.

We learned a poem "Goldfish" and made large goldfish which Mrs. Costa hung with string from the ceiling.

We went in the pools today and had fun splashing all around.

Betty finished her large drawing of herself and Mrs. Costa put it on the wall.

Oh yes, we forgot to tell you that we made play dough animals.

That's all this week folks.

THIS IS THE WEEK THAT WAS JULY 20 - JULY 24

Monday, July 20, 1970

We learned the color gray, made a gray mouse, sang the song, "the Old Gray Cat" and learned two poems about mice, "Mice are Nice" and "Nibble, Nibble, Nibble."

We saw a wonderful film about the Golden Fish and Mrs. Costa let us take home our golden fish that we made. We started an orange paper for our color book.

George is out sick with a high temperature. We hope he feels better soon.

Mrs. Costa read the story "Anatole, The Cheese Tasting Mouse."

Tuesday, July 21, 1970

We finished our gray color paper. Then we went insect hunting. Betty caught a beetle and Patty Ann said, "The beetle can't bite cause he is "deb."

Billy, Betty, and Patty painted pictures at the easel. We found an orange picture for the book.

Billy Luce was absent today because he hurt his foot. We hope he feels better soon.

Poor Mathew -- Mr. Nobody broke his glasses.

We saw a real neat film, "The Merry-Go-Round Horse." A little boy fell in love with a toy pony.

We played the games Dog and Bone and Wonder Ball. Mrs. Costa read "Are You My Mother?"

Wednesday, July 22, 1970

Today Willie Wistle came to visit our class. He talked to us in a wistle voice and he gave us a picture of himself. Some of us were afraid of him, but someone said, "He could be a daddy."

Mrs. Costa read the story, "Wistle for Willie."

We made lovely sponge printing papers and Mrs. Costa placed them on the line to dry.

We saw a film "Secrets of the Plant World." The colors were beautiful.

We listened to the record, "Sounds in the Country." The record is about a little dog, Muffin, and the sounds he hears in the country. See if we can remember some of the sounds he hears.

Thursday, July 23, 1970

We saw a film called "Summer on the Farm." We visited the school library and got to take a book home overnight.

We visited the school gym and played games.

We made a picture of a bear and Mrs. Costa gave us a picture of a bear.

We played the game Bucket of Fun. This game helps us with our colors.

We had a weekly reader today. Please go over the stories in the reader with us. Mrs. Costa may not always have time.

Mrs. Costa read us the story, "Bears."

Friday, July 24, 1970

Today we took a bus trip through Boston to the Children's Museum. We saw old-fashioned clothes that great grandmother wore and we tried on some of the old clothes. Boys tried on the fireman and policeman's hats.

We got to sit in a real Indian teepee and see how the Indians grinded the corn.

We saw things that you have on a desk. There were a telephone, a ruler, a paper clip, a blotter, a pencil and an eraser. But these things were giant size. They were fun to see and we had a nice time. We missed the taxis home so Mrs. Costa drove us home

That's all this week folks.

THIS IS THE WEEK THAT WAS JULY 27 - JULY 31, 1970

Monday, July 27, 1970

Today we had blueberry pancakes in the other nursery class. They were delicious. Thanks Mrs. Harkins.

We learned the color purple and "The blueberries made our tongues purple," said Billy L.

Mrs. Costa read us the story, "Blueberries for Sale!"

We pasted a purple picture in our color book.

We saw the film "The Golden Fish." "It was a neat film," said Bobby. And we got to take home our gold fish to hang in our room.

We counted to ten on the number line.

After we did our Weekly Reader we went home.

Tuesday, July 28, 1970

Today we went on a bus trip to Franklin Park Zoo to see the baby animals. We saw a baby elephant, baby chicks, baby lambs, baby kittens, prairie dogs, gerbils, guinea pigs, monkeys, fish, turtles, parrots, ducks, rabbits, and a skunk.

We made an elephant to wear for our name tags.

Robbie's mommy, Mrs. Cloonan, went with us.

Mrs. Costa read us a story, "The Lollipop Party," and we all had a lollipop to eat after Mrs. Costa read the poem "The Lollipops."

Wednesday, July 29, 1970

We made a drawing of lollipops of all colors. We learned the color brown, and we did a brown color paper for our color book.

It was hot again today so we went wading in our pools. Patty Ann and Mathew still won't get in. Gee, do we have fun. Even Mrs. Costa went wading.

Richard brought in a ladybug for our collection. A katydid flew into our room and we put it in a jar.

Some of us painted at the easel.

Bobby D. made a neat train on the chalkboard and sang us the song "Down by the Station."

We finished our Weekly Reader and went home.

Thursday, July 30, 1970

We found a brown picture in a magazine and pasted it in our color book.

We have been tasting different foods and most of us had never tasted fresh pineaple so that was our food for today. It was delicious. We broke a knife trying to cut it, but it was worth it.

We sang many of the songs we have learned. Ask us to sing If You're Happy, Gray Squirrel, Good Morning, Down By the Station, The Old Gray Cat, The Driver on the Bus, Where Is Thumbkin, and Six Little Ducks.

Bobby said, "I feel happy this morning because my mother kissed me." Keep this in mind mommies! Bobby also said, "I broke my tooth and I am going to grow another one."

Friday, July 31, 1970

Today we listened to the record, "Carrot Seed." It is about a boy who planted a carrot seed and watched it grow into a huge carrot. Then we went out and got some soil and planted corn kernels in our milk cartons. We hope the corn grows like the carrot did.

We saw a film about the life of chipmunks.

Barbara read us two stories, "Smokey Bear," and "The Three Bears." Thanks, Barbara.

We played Wonder Ball, Duck Duck Goose, and the Guessing What Game, and did our Weekly Reader.

That's all this week folks.

THIS IS THE WEEK THAT WAS AUGUST 3 - AUGUST 7

Monday, August 3, 1970

Today we had breakfast in school which turned out great. We had Juice, cereal, waffles and bacon, and for those who didn't like waffles there were English muffins. Did you like our menus that we brought home? We really had a blast. The other nursery class invited us for blueberry pancakes so we had a chance to reciprocate by inviting them to our breakfast. This was great.

We learned the colors black and white and completed papers for our color book, and we made large black and white penguins. We learned the song, "Peter Peter Penguin," and Mrs. Costa read the Little Penguin.

We practiced our play, "Cups for Sale" so that when our parents come tomorrow they can see how well we can act.

We completed the day with our Weekly Reader.

Tuesday, August 4, 1970

Today we started our Indian unit. We made an Indian brave with many bright feathers. We learned the Indian songs, "Ten Little Indians," "An Indian," and "Ki Yi Yi Yi." We had fun acting them out.

Richard brought in a ladybug and some of us brought in egg cartons.

With these we painted our own ladybugs. Mrs. Leone sent in some netting. With this and our bleach bottles we are going to make bug catchers. Thanks, Mrs. Leone!

Today was our home room family party. We were so glad you could come and see what goes on in our class.

We hope you liked the songs, stories, play, and art work. We had fun having you, and Mrs. Costa was glad you could all come.

Wednesday, August 5, 1970

We continued our Indian unit by making our tom-tom out of an oatmeal box and our costume out of an old pillowcase. We decorated these with bright colors. We learned some more Indian songs and acted them out with our tom-toms. This was heap fun.

Mrs. Boylan came with her puppet show. She performed four stories for us. They were, "The Hare and the Turtoise," "The Three Bears," "The Fisherman and His Wife," and "The Magic Stick." She showed us how simple it is to make a puppet out of a stuffed animal. She was great!

We saw a film, "The Little Mariner," about a little boy and his boat. What a wonderful film it was.

We really had a neat time today but then we always do.

Thursday, August 6, 1970

We had English muffins for breakfast this morning, and some people had cereal and milk.

We went out bug hunting and caught some lovely lady bugs. We are now looking for caterpillars. Mom, can we make a caterpillar out of the egg carton at home? We may not have time to do it in school.

We played, "Bucket of Fun," and "Going Fishing." These games help us to learn our colors and numbers.

We saw a film "Shelter" in the other nursery class. While we were there, Mrs. Costa showed us a new toy the program has. It was Noah's Arc, with all the animals. Then she read us the story, Noah's Arc and taught us a song about Noah's Arc. Did you know that a flood is a puddle? Ask us about a gangplank. You may get a laugh.

Friday, August 7, 1970

This is our last day and so much to do.

We have to make our Indian headdress to complete our costume.

We will review all of our Indian songs and dance around our corn that we planted. Mrs. Costa will read "Little Brave, The Mighty Hunter," and we will act it out.

We will take a trip to the Fire Station and the Duck Feeding Station for our last outing. This is really a fun trip.

When we return, Mrs. Costa will read the "Gingerbread Boy." We will make one from paper and Mrs. Costa will give us one to eat for a real treat.

Then we will put on our Indian costumes and depart with our tom-toms, gingerbread boys, corn, and the color wheels that Mrs. Costa made for us to remember our colors and numbers.

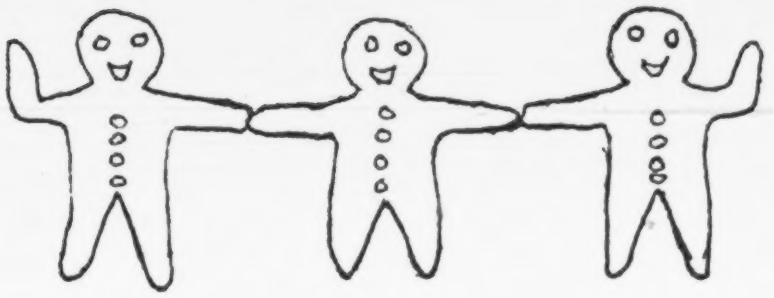
August 7, 1970

Dear Parents,

Thank you for giving me the opportunity of having your child for such a short time. It has been wonderful. Some of the things I tried to accomplish were: to help your child listen during stories, songs, poems, and films; to give him number awareness with our number line and number games; to foster good work habits through the art media; to teach him the colors with our color wheel and color games; to familiarize him with his immediate environment by taking short walking and riding trips; to increase his social awareness and ability to communicate with his peers. In all, I hope your child has broadened his knowledge of everyday life.

Again, thank you so much for all your many contributions to the program.

Sincerely,
Mrs. Claudia Costa



LETTERS, LETTERS!

The letters that follow were selected as representative of the many missives that parents sent in, commenting on their children's experiences in the Summer Title I Program.

August 4, 1970

Today I received a request slip through my son, Kenneth, from the Lincoln-Eliot School. It requested that if I had time could I drop you a line as to my feelings about their summer program.

True, I don't have very much time to myself, but for this I certainly take the time.

This is the first time I've had anything to do with the Lincoln-Eliot School since my son goes to St. Jean's School. I was a little odd about sending my son this summer. But I was so wrong about these feelings.

Kenny loved it there so much and he was more than happy and content in his class. I don't feel that he had any disadvantage at all. And of course being a mother, like most of us we're just happy knowing our children are happy. And he was. He doesn't believe that Friday is his last day. He wants to go next week. I feel he's learned a great deal by this summer program.

I had a private conference with Kenny's two teachers also with the Principal, Mr. Larson. I could never begin to compliment these people enough. They are an absolute pleasure to talk to, and they have the time to answer any and all questions about your program.

I think your program is marvelous and would hate to think that other children like my son would not have the chance to do and learn the same things he has. It would be a shame if your program were stopped.

As for improving it in any way. I am completely satisfied with it as it is. Although I imagine new developments will arrive that you will think up.

This letter is rather long I know but I could go on another four pages only to find I'd be repeating myself over.

Thank you so very much for this wonderful program and for allowing my son Kenneth to take part in it. If there is a pre-school program, I plan to put my 4 year old in next year.

Please continue with it and thanks again.

Sincerely,

Mrs. T.

****

1. My two children thoroughly enjoyed the title I program the last 5 weeks.

2. As a parent I can see how much a child can obtain from small classes and almost individual attention from the teachers.

3. YES!! I feel the Newton Public Schools should spend the time, effort and funds required for this kind of program and am glad low-income families as well as the poverty group can be serviced and not just limited to the same group all the time.

Sincerely and Gratefully,

Mrs. E.

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I am writing in regards to summer school in which my daughter Barbara attended.

No. 1 - My child had a very good feeling about summer school. I also think her teacher helped to make it pleasant for her. She enjoyed the trips and different activities.

No. 2 - I myself as a parent was pleased that my child could attend. You could tell she enjoyed it. When she came home she would tell me all that went on in school. If there wasn't a good feeling toward summer school she wouldn't be so eager to talk about it.

No. 3 - As far as time, effort and funds required for this program. It is well worth every bit of it. When it comes to a child's welfare and education.

No. 4 - I can't think too much of improving it only that some children may need more than 45 minutes.

Sincerely yours,

Mrs. C.

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August 8, 1970

I would like to compliment the teachers on the Lincoln-Eliot summer program. My son, Richard, attended nursery school. Mrs. Costa was his teacher, we all loved her, she always had time to listen to every child no matter what she was doing. Mrs. Costa sent home a weekly report, which told little things the children said and did every day. I think this was wonderful for it let the parents know what the children were doing. Richard was shy when he started but has changed quite a bit, and is a lot more independent. The fact there was only eleven children in the room helped; the children didn't feel lost in the crowd.

I think the summer program helped the children and I know it will eliminate a lot of problems in Sept. such as crying and being afraid of the teachers. I have five children. Cne of my other children went last year to the summer program and it helped her, and she loved it just as Richard did. I sincerely hope this program will continue.

Sincerely,

Mrs. L.

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August 6, 1970

Just a brief letter to say how wonderful the summer school program is. Ricky has benefitted so much by going. His work has become much neater not only in writing, but in coloring too. The papers he brings home show that more effort has been put into his work. Ricky's speech has also improved. The classes are small, which gives the teacher a better chance to work with the children individually. Ricky's teacher, Miss Capuzzo, has done an excellent job in helping Ricky's special needs.

As a parent, I feel that the summer program should be continued so that more children may benefit by it.

Sincerely,

Mrs. D.

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September 3, 1970

The summer has passed too quickly and I had every intention of answering the letter pertaining to the Lincoln-Eliot Summer Program sooner. However, better late than never.

My son, Matthew, age 4 1/2 years, was in the 5 week program with Mrs. DeCosta. At my conference with the teacher, she said he was a lovable child but with a very short attention span--all of which I already knew. At the close of the 5 weeks, I didn't know if Matthew had really enjoyed Kindergarten. But over the passing of the summer, he has spoken occasionally about "this or that," that he did in school or with Mrs. DeCosta. And every day now, he asks me if he's going to school yet. So I definitely would say Matthew felt good about the school experience.

As a parent, I was very happy to be able to have Matthew attend the free summer program. Finances had stopped me from sending him earlier to a private kindergarten. I definitely feel the Newton Public Schools should continue with this kind of a summer program. No suggestions as how to improve your program, feel it is quite adequate as is. Thank you.

Sincerely,

Mrs. G.